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EXTENSION SERVICE

CURRENT SERIAL RECORDS

REVIEW

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**Reading Plan
Sparks
Homemakers'
Interest**

NEWSLETTERS PAY

**TEACHING SEWING
via TV**

**Rationalizations
for Reading**

**ARKANSAS' FUTURE
in Rural Areas
Development**

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guidposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service: U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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EDITORIAL

One hundred new factory workers in a town can add \$710,000 a year to its total personal income, according to a 12-page report published last month by the Chamber of Commerce of the United States, Washington, D. C. The report says that 100 new factory worker families bring to town an average of 359 more persons (including 65 more workers employed outside of manufacturing and 91 more school children); \$229,000 more bank deposits; 3 more retail establishments; 97 more passenger cars; and \$331,000 more in retail sales.

This report strikes me as a useful reference in connection with Rural Areas Development. If you don't have a copy you may want to ask your local Chamber of Commerce for one.—WAL

Assistant Secretary Duncan Represents Federal Extension Within Office of the Secretary

By ALBERT RILEY,
Office of the Secretary

ASSISTANT SECRETARY of Agriculture John P. Duncan, Jr., to whom Secretary Freeman recently assigned responsibility for the Federal Extension Service, has had an interest in the work of the Cooperative Extension Service ever since he was a farm boy in southern Georgia.

Duncan grew up on his father's farm near Quitman, Georgia, and some of his fondest boyhood recollections are his activities as a 4-H Club member and his friendship with county farm and home demonstration agents.

It was a natural thing for the sturdy young Georgian to decide on farming as a career. So, when he got his B.A. in economics from Emory University, he did graduate work in agriculture at the University of Georgia, worked with the old AAA in the late 1930's and then returned to the family farm near Quitman.

Just as his father was a master farmer ahead of him, the younger Duncan also became a successful farmer interested in the development of agriculture in his state.

In 1957 he was elected President of the Georgia Farm Bureau, and added new vitality to that organization. So effective was Duncan in his leadership of the Georgia Farm Bureau that he won state-wide and national recognition which led to President Kennedy tapping him in 1961 to become an Assistant Secretary of Agriculture. Secretary Orville Freeman, assigned Duncan responsibility for Agricultural Marketing Service and Foreign Agricultural Service.

Duncan was a member of the U. S. delegation that helped draft the Alliance for Progress in Uruguay in 1961 and assumed key roles at international conferences in Italy and the Philippines. In 1962 he was elected Chairman of the 38-nation International Cotton Advisory Committee.

In a reassignment of departmental duties early in 1962, Secretary Free-

man relieved Duncan of responsibility over FAS, but continued him in charge of AMS and gave him the added responsibility of the Agricultural Stabilization and Conservation Service.

In addition Secretary Freeman has assigned the 45-year-old Duncan responsibility over the Commodity Exchange Authority, the Federal Crop Insurance Corporation, and membership on the board of directors of the Commodity Credit Corporation.

Wearing all of these hats has given the courteous, soft-spoken South Georgian a broad and intimate knowledge of America's agricultural programs and problems at home and abroad. He is skilled in relations with Congress and enjoys the confidence of agricultural leaders in both the House and Senate.

Recently Duncan was named by the Progressive Farmer as Georgia's Man of the Year in Agriculture, and won this praise from Secretary Freeman:

"John Duncan is well known from one end of Georgia to the other as a dedicated, tireless worker for the farmer. His work in Washington may not be as well known to his friends in Georgia, but it is equally outstanding! He carries a heavy burden in the Department of Agriculture and commands both the affection and respect of his associates. . . ."

It was on December 26, 1962, that Secretary Freeman temporarily assigned the Federal Extension Service to John Duncan. This was done at the request of Dr. E. T. York, Jr., FES Administrator, who felt the Service needed representation within the Secretary's Office, since the resignation of Dr. Frank Welch.

This temporary transfer of FES to Duncan in no way changes Extension responsibilities on the federal or state levels, and Duncan told Dr. York he wanted him to run FES and that Duncan would represent Extension within the Office of the Secretary.



Taking note of some editorial fears that under his direction the Extension Service might be used to try to tell farmers how to vote in a referendum, Duncan told a recent FES conference that the policies and procedures of FES will not change under his responsibility.

However, Duncan does think Extension Service workers have a duty to explain to farmers new programs and legislation that affect farm income, just as they have a duty to tell farmers about new seeds or new farming equipment or methods. Such information should be presented factually and objectively so that each farmer can make an informed decision.

The Assistant Secretary's feelings toward Extension Service workers can be best expressed by his own words in a speech last fall to the annual conference of Cooperative Extension Service workers in his native state:

"I don't know of any more dedicated, useful group of people, or any that I hold in higher esteem than the Extension Service, for the type of people you are and for the job you do.

"You know, it would be pretty silly to spend all the money that we spend on agricultural research in this country and not have the results and the lessons of this research carried to the farmers.

"Who does this job? You do in the Extension Service. And it's a tremendous job that you do." ■

Rationalizations for Reading

by ROBERT L. JOHNSON,
Extension Training Specialist, Maryland

Editor's Note: At the time Dr. Johnson wrote this article, he was with the Department of Agricultural Education at the University of California. He has since moved to the University of Maryland.

WHY, actually, should extension workers read? What should we read? With all the reading required on the job, and the paperwork that comes over our desks, can we be expected to read further?

A group of 21 western county directors (agents) agreed that outside reading was one of the most important yet most neglected means of improving oneself professionally. This conclusion was reached in a 2-week course in administration for county directors from California, Nevada, and Washington. Sponsored by the Department of Agricultural Education, University of California, Davis, this course was taught by Dr. Robert Clark, director of the National Agricultural Extension Center for Advanced Study.

Building Vocabularies

One good reason for reading broadly, in unrelated-areas, is illustrated by the following incident.

An educator recently told of a battery salesman who asked for help in improving his vocabulary. The salesman had recently taken a series of psychology tests and scored very high in personality, but low in vocabulary. The personality score was not too surprising, considering his success as a salesman. But the low score in vocabulary disturbed him.

The educator asked if he could have done better if the vocabulary test had been concerned with batteries. His quick answer was, "Of course, I know my batteries!"

With a little thought, the individual answered his own question. We develop adequate vocabularies in areas in which we have knowledge and understanding. To increase our vocabulary in more than a superficial

and often misleading way, we must improve our understanding and knowledge of the subject in question.

A broad vocabulary has many values for extension workers. We represent our land-grant college before leaders, professional people, and often scholars, in our communities. Reading improves our vocabulary in a painless, usually pleasant, manner.

Improving Thinking

A second important reason for reading is that it helps us improve our thinking. Assume, for now, that the mind associates ideas without conscious effort. What are the limitations of our computer-like brains? They cannot go through the process of associating seemingly unrelated ideas if they contain only a bare minimum of ideas or concepts, or ideas pointed only in one direction or toward only one specialty. Reading can help our minds function more effectively in this association process.

How often has each of us faced a problem that seems unsolvable. But after a night's sleep, or an interval of thinking about something else, a logical answer comes to us.

The answer did not come until we had given serious thought to the problem or subject. What happened during this time interval? Could it be that the mind was busy trying different combinations of ideas, many of which we could not associate consciously because they seemed unrelated?

Numerous articles and quotations deal with the workings of the subconscious mind in a creative and productive manner, either while we work at some other task or sleep. Recent research indicates that tension interferes with the mind's ability to associate ideas freely.

Unconscious association of ideas has long been recognized by scholars. Support of the contention that the mind works continuously can be found in many books, some by outstanding psychologists.

In more recent works it is sometimes referred to as "free association."

Karl Menninger quotes Oberndorf's "Rationalism in Europe," Vol. II, 1865, as saying:

"... in the course of recollection, two things will often rise in succession which appear to have no connection whatever; but a careful investigation will prove that there is some forgotten link of association which the mind has pursued, but of which we are entirely unconscious."

Some of us become discouraged with reading because we feel, "Why read, I can't remember it anyway." To a great extent this is simply not true.

Being able to answer questions or quote verbatim, and being able to use an idea or concept in a new association, are entirely different problems. Often we use a concept which we would not describe or quote, except in a general way. In spite of this, we have certain attitudes as a result of seemingly forgotten knowledge.

Well-Rounded Individuals

We go on the job as complete individuals. No matter how specialized or competent we may be in one area, we take our entire being to work every morning. This we do, no matter how insufficient the part of us not concerned with our specialty may be.

(See Reading, page 39)

Reading Plan Sparks Homemakers' Interest

by ROSEMARY DOTY, Sac County Extension Home Economist, Iowa

Sac county homemakers showed an overwhelming interest in the reading plan and book exhibits arranged to promote activity in the family living program.

LACK of interests and activities among older folks showed up repeatedly in family living works. This condition seemed to result from a general lack of interest among homemakers after their children had grown and housekeeping duties had lessened.

In an effort to do something about this, the home economist selected a list of possible interests. These included recreation and leisure, camping and the outdoors, the arts and crafts, flowers and flower arrangements, creative cookery, foreign and traditional cuisine, and family living.

Enlisting the cooperation of our county Library Cooperation librarians in this effort has meant a major step forward for our family living Extension program.

The State traveling library offered a wealth of material in book lists under these categories. From this list, 150 titles were selected for introduction to the public.

A member of the traveling library staff prepared about a dozen briefs on selected books from our list. In addition a display of arts and crafts material was set up among the books. The books, reviews, and craft display were presented to the public at an afternoon coffee meeting in one of the libraries.

Favor Grows

The response was overwhelming. We ran short of seating space, book lists, and coffee as more than 100 homemakers attended.

Ladies from three other towns asked that the books be made available in their libraries. This was done month by month.

Because of the success of this venture, our extension planning committee approved the idea of a 5-year reading plan. Areas of study suggested by our State Extension staff were used as categories for book lists.



These categories included:
Forces at Work In the World Today
Philosophy and Culture from Other Centuries
The Challenge to Motherhood and the Homemaker
Human Development and Stretching The Childs Mind
Education For Aging and Retirement
Home Management and Finance

Extension specialists were asked to name several books of particular value in their fields. The reference librarian of the State traveling library was also asked for booklists

in the various categories. From these we formulated a master booklist.

Since Sac County libraries serve all residents, they are alert for indications of special interest to guide them in book selection. The Middle Western Field Representative, Mrs. Edythe Cawthorne, felt that the libraries would be interested in this project as an additional means of stimulating adult education in the county.

We met with all county librarians and their boards, the District Field Representative, and the Adult Education Specialist from the Traveling (*See Homemakers' Interest, page 39*)

Arkansas Women Look At Health Problems

by HELEN ROBINSON, Health Education Specialist, Arkansas

AMERICAN health statistics are staggering—150,000 will die needlessly this year . . . 300,000 will enter mental hospitals (more than will enter college). Americans need to be aware of this situation. Who is responsible? What should be done? Who must act?

The 38,301 active members of Arkansas home demonstration clubs represent an organization that has been in health education since 1946. Their health program has been under the guidance of Extension in cooperation with all health agencies, both public and private. This cooperation has opened up new channels through which volumes of accurate health information flow.

Club Discussions

In 1961, for example, more than 2000 clubs discussed the symptoms of cancer and mental and emotional illness. More than 1500 discussed tuberculosis and the importance of a yearly physical examination. In 48 counties, clubs discussed the ever-increasing social problem, "Planning for the Aging Years."

In addition to health discussions at monthly club meetings, these women put action into their programs by assisting county health nurses at immunization and crippled children's clinics. They made dressings for Cancer Society and organized ladies' auxiliaries at county hospitals.

They surveyed their neighborhoods on health problems, and organized rat and insect control programs, water testing programs, and cleanup campaigns. They also assisted county health nurses and doctors in pre-

school round-ups for physical examinations and immunizations.

The Baxter County Home Demonstration Club Council selected health as a major phase of study in 1962. With the cooperation of the county



Arkansas homemakers put action behind their words after studying local health situations. In Colfax County, home demonstration club members kept immunization records while county health nurse, Mrs. Majorie Price, administered shots. Mrs. Jack Medley is assisting here.

health nurse, American Red Cross, and local physicians, 40 home demonstration club women have completed a home nursing and first-aid course. And they have received certificates to teach in their own communities.

The home demonstration council in Hempstead, Van Buren, Yell, and Boone Counties sponsored a conference on, "Planning for the Aging Years." Local physicians, dentists, and ministers and the Extension health education specialist participated. Over 500 persons attended these conferences.

Stone, North Arkansas, and South Arkansas Counties initiated a conference on the emotional needs of children. Planned in cooperation with the PTA the conference was held at night so fathers could attend. A psychiatrist, a psychologist, and a psychiatric social worker presented a panel discussion followed by a question and answer period.

Montgomery County selected a local doctor to speak at a council meeting on the nature and control of hepatitis. Interest had been aroused by an outbreak of this disease in the county. Another program, on food facts and fallacies, was given by the director of the Foods and Milk Control Division of the State Health Department.

County Health Surveyed

Saline County's home demonstration council and health department were innovators of a county health and safety council. The council sponsored a county-wide health survey, in which home demonstration club and PTA members served as interviewers.

The rural sociologist of the University of Arkansas did the county sampling for interviewers to follow. The university also coded and tabulated the 400 schedules which were turned in.

This survey served as an educational device for both those interviewing and those interviewed as well as gathering information on county health problems. The interviewers were trained by the health education specialist.

Survey findings indicated the need for an educational program in many health areas.

Thirty percent of the children under 6 years of age reported on did not have immunization for diphtheria, tetanus, or whooping cough. Fewer than 4 out of 10 children from ages 1 to 6 had been immunized for typhoid and small-pox.

About 70 percent had received first and second polio shots, but only 3 out of 10 had the third shot needed for full protection. Less than half under 6 years of age had received the booster shot. Only a small percentage of those 6 to 19 years old had polio shots at all.

The survey pointed out that families averaged one-half pint of milk per person per day. Of the 220 families using wells, 77 percent did not have the water tested regularly. Over half the family dogs had not been vaccinated for rabies.

Valuable Club Contacts

Rural community improvement clubs are invaluable for the health education meetings. These clubs feature films from the local health department, doctors, county health nurse, and sanitary officers.

Hattiesville community, population 120, won an Arkansas Medical Society Award 1962 for promoting an outstanding health program. Their program for the year included 100 percent immunization of school children. Club members assisted the nurse in the project and with eye and hearing tests. A physician discussed a cancer film at one club meeting and the community organized rat and insect control cleanup and water testing programs.

In counseling with families enrolled in Farm and Home Development, Extension agents have encountered many health problems. These cases have been referred to the county health nurse or physicians. This too reveals the need of health education for families.

Health and welfare committees of area and county development are being organized. The Woodruff County committee surveyed its health resources and programs according to State Extension office guide, "A Yardstick in Measuring Your Health Standards."

Committee members visited the county schools, health department, welfare department, doctors, and representatives of voluntary agencies. They found no organized school health services, formal program of health supervision of children during the school years, dental program, services for older people, nursing home, nor hospital in the county.

Education Urgently Needed

Arkansas created the position of health education specialist in 1946. This trained health specialist promotes health education where it is most urgently needed—in small communities, at the grass roots. Extension, with its access to groups, has a rare opportunity to promote health education.

This not only is an urgently needed service, but an invaluable public relations program. Health education, as a phase of extension work, requires close relationships and cooperation with professionals in the health field. Only 6 or 7 years ago State health department, welfare department, medical, dental, and nursing organizations, churches, and voluntary agencies did not know fully about Extension work. Now they do, and we have joined hands with them for a more effective health education program for the people of rural Arkansas. ■

Teaching Sewing via TV

by MRS. MARY SWITZER, former Erie County Home Demonstration Agent, New York

SINCE the fall of 1948, Erie County has produced a weekly half-hour public service program—You and Your Family—on station WBEN-TV in Buffalo, N. Y. Designed for homemakers, it covers a wide range of home economics and related subjects.

Occasional station ratings and our mail have indicated that women learn from the program. But we are always curious about our viewers.

How old are they? Are they regular watchers? Do they put into practice the things we hope they are learning? Preparation for television takes time. Is our TV time well spent?

Survey Preparations

These were some of the questions that spurred our television study in 1961. With the support of the State leader's office and under the supervision of a committee headed by the Cornell Office of Extension Studies, we evaluated the audience for "You and Your Family," and studied the effectiveness of the program as a teaching method.

We focused on the 5 lesson filmed series, "Sew for Growth." This series showed how to make a little girl's dress that can be adjusted to the growth of the child without letting out hems and seams.

The series was well advertised by home demonstration agents in eight western New York Counties in the station's viewing area. Women were encouraged to enroll by sending for a package of bulletins and a lesson guide.

The TV station gave enthusiastic support and help. The Buffalo Evening News featured the program in a color picture on the cover of their TV section.

Three weeks before "Sew for Growth" was due to open, we did a weekly 3-minute promotion of it on our program.



Three little maids who modeled dresses in the television shows, "Sew for Growth," relax with their mother Mrs. James Lawrence. The girls' dresses illustrated points which Extension agents were trying to get across to their TV audience.

We enrolled 1,800 women, 1,008 of whom were from Erie County.

Audience Information

Taking a random sample of the enrollment list, I sent questionnaires to 222 women. From 195 usable returns, we got some interesting information.

The program did appeal to young homemakers for whom it was

planned. It also appealed to grandmothers who enjoyed sewing.

Respondents were about equally distributed between members of home demonstration groups and nonmembers. But in Erie County, 67 percent of those enrolled were nonmembers.

The nonmembers were young homemakers who could not get to meetings because of lack of baby-

sitters and transportation. They preferred learning through TV programs.

Less than half of those questioned saw all five lessons, but about 63 percent saw four.

Two weeks after the end of the series, over a third of those questioned had finished a dress, and two-fifths more were practically finished. They said they found the bulletins helpful and they liked the program.

Over half of those reporting had used techniques learned from "Sew for Growth" on other sewing.

It is one thing to have a participant say that the dress is successful, and another thing to see the dress on the child. So, I interviewed 25 women and saw the dresses on the little girls. This gave me a better idea of how well the viewers had followed instructions.

On the whole, the results were excellent. The dresses were well-made and becoming to the children.

Several women had watched in groups of 5 or 6, each making a dress. Some had not enrolled, but even so they learned by watching the program without the bulletins.

Results Indicated

We felt this study indicated that TV is an effective teaching method, and through this medium we can reach many women who do not take part in the home demonstration program.

A well organized effort to enroll women in specially designed courses will reach many who do not watch TV regularly.

Sewing can be taught effectively, through TV.

Reading material is helpful, but not essential.

The most effective means of promoting our program were through TV, newspapers, and county newsletters. Least effective were exhibits and posters.

A program such as "Sew for Growth" must be planned to meet the needs of the audience, but the time spent on television is most worthwhile, and the programs are fun to do. ■

Newsletters Pay

by RALPH R. PARKS, Agricultural Engineer, California

LIKE many Extension workers, we resisted a newsletter routine. But 4 years ago we plunged into it resolved to do an issue a month.

Today we feel our efforts have been well rewarded, and we have not one but three different newsletters. Here are some of the reasons.

Deciding Factors

No one can get around to all the "calls" he wished to make in a month's time. Direct mail will help communications.

Almost daily something new and of general interest goes across the desk or develops from conversations with others, field work, reading. All we need is enough of a "nose for news" to capture the item for our letters.

We have found that people like to read if it is newsy, short, informal, and to the point. We try the golden rule principle and write what we would like to read ourselves.

Our readers cover a wide range of interests. We try to avoid too much of one thing and spread our coverage, too.

We keep a "seed file" of items not used, or items thought up on the spur of the moment. We are looking for the best material we can produce without a lot of time and effort.

Our secretary is our layout editor. She selects the items from a fistful of material and arranges them to fit the page. She types items as we pass them to her for future use in the file, and she reminds us when it's time for the month's "Engineer's Notebook."

Incidentally, our Notebook (two sides of one sheet) is prepared for county staffs primarily. On a delayed mailing, we send it to a few tradesmen in California and to engineers from other States who want

our copy. We resist a big mailing list.

Staff Payoff

Then, where is the payoff for the already burdened staff members?

With a large State staff it is difficult to keep our program before the staff and be known to them. Our distinctively headed sheets do the job even with new staff members.

It is difficult to keep in touch with fellow workers in other States to take advantage of their publications and project experiences. This letter helps overcome our part of that difficulty. Many now have *their* letters which come to us on an exchange basis.

A lawn mower manufacturer put at our disposal a new safety mower blade after reading an item that first appeared in our Notebook and then in the "Wall Street Journal." The newspaper is not even on our mailing list, but evidently received the item from a correspondent.

Expanding Publication

We were determined to keep our "Engineer's Notebook" to one sheet. Yet, occasionally we wanted to include a research or study report. So, rather than wreck our "one-sheet image," we developed a new letter heading "Engineers' Reports."

Recently we introduced a third edition to our family of letters—"Engineer's Scratch Pad." This is used for special subjects of direct concern to a few county staff members. These included: "Ceratocystis Canker Reduction in Prunes with a New Type Shaker;" "Lawn Mower Safety;" etc.

Although we resisted in the beginning, now, we feel newsletters are an opportunity. You might say it's a triple opportunity. ■

Agri-Challenge—Discussing Local Problems

by EDWIN A. AMEND, Washington County Extension Agent, and
EVERETT BROWNING, Extension Editor, Colorado

FARMERS and businessmen in rural Colorado are looking at each other's problems through a discussion program called "Agri-Challenge," an Extension Service do-it-yourself project.

Pilot discussion groups of bankers, farmers, newspapermen, businessmen, ministers, and school officials have been informally organized. Extension agents did the initial organizing following an expression of need.

Background on what's happened in American agriculture from Colonial times to the present is furnished by Extension and the discussion groups take it from there.

One County's Approach

Here is how one Colorado extension agent, Edwin H. Amend, describes the program and its effect in Washington County:

I was interested in the proposed discussion-type program from the time it was first offered to the six pilot counties in northeast Colorado. It seemed that this might fit a local need. Then too, we had just finished a week-long communications workshop and the discussion program seemed to be an excellent opportunity to test and apply some of these principles.

I also felt this might be a personal challenge, to tailor a new program to my county situation. The people would take to it if we could properly present it.

The cross section of people involved has been a key to the program's success. To start the group, I tested the idea on eight men. They endorsed it, and helped select about 40 more.

I rely heavily on a "feedback committee" of four men who have the pulse of the group.

The results have been most gratifying. It has been a wonderful vehicle for getting better acquainted with

county leaders. By the same token, I feel that the participants have appreciated the opportunity of being involved in extension teaching of this nature.

The program has helped reinforce the agent's position as "Mr. Agriculture" in the county.

We have dealt with some rather ticklish subject matter, and have been careful to see that all sides of a question were discussed. The very composition of our group provides many different points of view, and we see to it that each is explored if desired.

Agri-Challenge has surpassed anything planning and programing-wise I have been able to do with our county ag council. The council members are also Agri-Challenge members. Because of the Agri-Challenge discussions, the participants are better informed than before. And because of this, they have developed into a planning or resource group for the regular county extension program.

The nature of the program demands a constant flow of information. Lesson materials, discussion topics, and summaries must be ready. Since the topics for discussion are nearly limitless, this sometimes means last-minute rushes to be ready for the next group meeting. Administration has been most cooperative in keeping us supplied with material and participating in summary meetings.

Subjects Under Study

The first group engaged in a background study of agriculture. Next came an exploration of 12 alternatives to agriculture's problems (material from the Center for Agricultural and Economic Adjustment in Iowa). By the end of the second session, the group was anxious to tackle specific subject matter.

Opinion polls consistently placed agricultural marketing near the top of the list of subject matter, so the third year was devoted to a discussion of marketing. This was concluded with two meetings conducted by a brokerage company representative.

In the coming year we anticipate a discussion of small business—the problems, possibilities, financing, management, etc., of small businesses in an agriculture-oriented community. Local merchants are eager to participate. One grain elevator operator made a point of asking to be included when he learned about the subject.

Resulting Action

Action programs have grown out of the discussion. Following Agri-Challenge endorsement of the idea, a high school counselor was hired. The Agri-Challenge group encouraged the idea of farm management associations—now some Agri-Challenge members are charter members of the northeast farm counseling association. From Agri-Challenge came the request and planning for a short course on Estate Planning. This was provided by Colorado State University staff members not normally associated with off-campus instruction.

One indication of the success of this type of teaching is the fact that other groups are eyeing the program. They are suggesting it might be a good idea to approach their subject matter with an Agri-Challenge type program.

Washington County intends to continue the discussion program to explore various problems facing local groups. From the discussion can grow action programs, tailored by the participants with Extension guidance, to meet local needs. ■



Recognizing Recreation's Role

by FRANCIS E. MONTVILLE, Rural
Resource Development Specialist, Maine

IF THERE is one thing we have plenty of in Maine, it's space—space filled with a vast forest wilderness, graced by mountains, crystal-clear lakes, and miles of sparkling rivers

and streams. An increasing demand for outdoor recreation has made this one of the State's most valuable resources.

This resource engulfs many of our

low-income rural areas. And the introduction of rural development programs in many of these areas has been the key to involving people in recreational development.

Involving People

Once a RAD committee has been organized and the overall program discussed, subcommittees are formed. Each subcommittee represents an area of development related to a specific resource.

Individual interests are considered as much as possible in assigning people to subcommittees. It is also important to place recognized leaders on each subcommittee. Someone with the ability to coordinate and guide the group adds to the effectiveness of the committee in planning and implementing projects.

Each Maine RAD committee has a *recreation subcommittee* responsible for providing all information related to recreational development. This includes: an inventory of the recreational resource, problems facing its further development, the need for research pertinent to further development, a program for orderly development, and projects to implement the program. The information is also used in the county's overall economic development program (OEDP).

When people are involved from the start, they know the details of how the program developed and can be kept actively involved. This is important if any program is to be carried out successfully.

Prior to implementing projects there is a great deal of information to be gathered, ideas to be expanded, and program planning to be done. For many people this is the first experience at gathering technical data and program planning.

Technical assistance from various State and Federal agencies is provided to supplement training provided by county and State Extension staffs. In addition to offering experienced guidance, this creates an awareness of the various types of technical assistance available. As a result, they are better equipped to develop future programs and projects.

(See *Recreation*, page 37)



Public access sites, boat landings, picnic and tenting areas were developed throughout Washington County, Maine, to increase the use of natural tourist attractions. This site is on Crawford Lake.

Studying Subject Matter Content

by G. L. CARTER, JR., Associate 4-H Club Specialist, Tennessee

HAVE you ever, as a county staff, sat down to critically and objectively examine your 4-H program? The county staffs in Tennessee have—and it's the first time, many of them say.

This objective look at county 4-H programs was part of a statewide seminar on the 4-H program—with particular emphasis on the subject-matter content. Some staffs spent as much as 2 days in the process.

The seminar was prompted by several factors. For example, there was wide variation in the number and organization of projects being offered in various subject-matter fields. Also, literature provided in support of projects varied greatly. In some areas there was no literature written for young people.

County Review

Staffs had an opportunity to pass judgment on the adequacy of assistance from the State staff and the adequacy of literature and other supporting materials. And they looked at their own qualifications and experience in 4-H and related youth work.

They examined: the nature and adequacy of public support of 4-H in their county; volunteer leadership (both adult and junior); project offerings, including associated activities and events; organizational experiences provided for those in the 4-H program; the adequacy of 4-H meetings; and the use of competition and recognition. They also discussed major strengths and weaknesses in the 4-H program.

Program Planning Model

A committee of the two State program leaders (agriculture and home economics) and a member of the 4-H staff developed procedures and methods to involve every professional staff member in the State. These were considered a model for program planning at any level, with adaptations, of course. The seminar proceeded in the following steps:

- Introduction of the idea to district supervisors and subject-matter specialists, along with more detailed explanation of the procedure to department heads.

- Preliminary evaluation, using a survey form, of the 4-H program subject-matter content by each subject-matter department. This was followed by a meeting of State program leaders, subject-matter departments, and the 4-H club staff to further evaluate the program and reach tentative decisions on possible alterations.

- A preliminary evaluation of the 4-H program by district supervisory staffs and selected county staffs. This was followed by meetings: among each district supervisory staff, State program leaders, and the State 4-H club staff to evaluate the program on a district basis; and among selected county staffs, State program leaders, State 4-H club staff, and district supervisors to evaluate the program on the county basis.

- Evaluation of county 4-H programs by all other county staffs.

- A meeting of administrative, supervisory, and 4-H staffs to review results to this point, explore how these evaluations and recommenda-

tions fit into the total picture of 4-H and the total extension program, and discuss further modifications and reorientation.

- Check back with subject-matter departments on alterations recommended.

- Prepare necessary materials and testing modifications with selected county staffs.

- Present outcome of the seminar to the total staff at State conference.

Outcome of Seminar

Findings of the seminar were put under four general headings:

Confusion over terminology used to denote various aspects of the organization of 4-H program subject-matter content. (What is a project, an activity, an event?)

Inadequacy of literature available—both subject-matter and guides for members, leaders, agents.

Deficiencies in quantity and quality of project work.

Integration of the 4-H program content with the total county extension effort.

Alterations in the subject-matter content of the 4-H program were recommended at the State conference in May 1962 (a year after the seminar began).

It was suggested that the subject-matter content be classified into (1) projects, (2) activities, (3) special recognition programs for seniors, and (4) special interest areas.

Projects Reoriented

Projects, oriented to individual club members, are to fall into two categories: statewide projects and

special county projects. The first have specialist support. The second category allows for incorporation of subject-matter that may not have specialist support, but may be significant in some counties. (Beekeeping is an example.)

Projects are to be classified into age level divisions. Divisions will be for the 10-11 year-olds, 12-13 year-olds, and 14 years and older.

In clothing, for example, the oldest division might include four units: school dress, separates, best dress, and party dress. Other projects might have units on a slightly different basis but would follow the same pattern.

Preparation for Performance

Activities would be oriented to the individual club member and require preparation for public performance. They fall into two categories: project-related activities and program-related activities.

Project-related activities include organized learning experiences relating to specific projects and specific skills to be taught. Examples are: forestry judging, showing a dairy animal, modeling a dress, preparing and giving a bread baking demonstration.

Program-related activities are organized learning experiences relating to broad aspects of 4-H membership and to providing opportunities for exercising talents and discovering abilities. Public speaking, recreation leadership, share-the-fun are examples.

Under such a classification, *events* become the machinery through which club members can climax their activities. The adults organizing a judging contest, dress revue, etc., would look upon these as events; the club member participating would be fulfilling the public performance aspect of an activity.

Special recognition programs for seniors were included to cover programs especially related to the national 4-H awards program—programs that do not fall in traditional subject-matter department areas. Included would be achievement, citizenship, leadership, etc.

Such programs involve adult judg-

ments as the basis for recognition or awards. This category also allows for special county identified programs for seniors.

Special Interest Areas

Special interest areas do not necessarily require member preparation for public performance. They can be organized principally as a teaching device. They do not involve the recordkeeping or extensive individual participation of projects.

This area could include such things as: know your sewing machine, town and country business, career exploration, and resource development. Such interest areas may be State or county identified and "project" or "program" related.

Organization of the subject content into these four categories is thought to strengthen the hand of specialists as they prepare supporting material and organize events, projects, and activities. It can help county staffs determine what is appropriate to their county.

Steps to Reorganization

Revisions and reorganizations in the subject-matter content will occur on a subject-matter department basis and involve joint efforts by all segments of the extension staff. Within any subject-matter department, a reorganization will be divided into four stages—involving developmental committees of State staff, county personnel, and other resource people; testing the departmental program and materials in pilot counties; implementing the program, including orienting all professional personnel, volunteer leaders, and members who may use materials; and re-evaluation.

The first three stages will likely require a minimum of 3 years to complete. Re-evaluation would follow.

Some changes have already been made in Tennessee as a result of this study. The project enrollment card has been revised and a key sort system is being tested in 10 counties. Subject-matter departments are reviewing their 4-H literature and studying literature from other States.

They are also making a more detailed study of the subject-matter content of the 4-H program in their area in light of the recommended reorganization.

The procedure and outcomes are significant to the future of 4-H club work in Tennessee. We anticipate that the total reorganization will take several years. ■

RECREATION

(from page 35)

By involving people at the start of the program:

- More interest is generated in the program,
- A clearer understanding of the recreational resource and its potential is gained,
- Greater initiative is displayed in implementing projects, and
- At times new and capable leaders develop.

Recreational Development

Recreational development can range from a simple community project, providing a public picnic area, to an elaborate recreation area or public park. How vigorous a program of recreational development is and the level at which it begins will depend on the interest, ideas, and initiative of the recreation committee and the resources at hand.

Initial projects should be rather small, not too complex, and show some tangible results within a reasonable time. Complex projects which show no results for a long time may cause loss of interest and enthusiasm. This can be particularly true for individuals participating in this type of project for the first time.

Washington County, for example, has a very active recreational committee. They recognized the potential of their recreation resource and decided to approach its development on a countywide basis.

This committee felt that the first need was to provide public access sites, picnic areas, and boat-landing facilities on the county's many lakes, rivers, and miles of seacoast. A project (See *Recreation*, page 39)

Gearing In the County 4-H Council

by KEITH BOYER, Audrain County
Extension Youth Agent, Missouri

WHAT is this thing called 4-H Program Planning? These three small words sometimes put fear into even the most energetic extension agent. Some new and old agents alike find themselves shuddering when 4-H program planning time rolls around.

Yet, these three words hold the key to a successful county 4-H program.

In Audrain County the 4-H program is guided by several groups such as the county 4-H council, the 4-H advisory committee of the county extension council, the junior leader organization, and a very active county 4-H foundation.

From these groups come many ideas and attitudes for the total county 4-H program. Each group makes its own plans but the problem is getting the thinking of each together to work out a countywide 4-H program.

Adult Leaders Involved

The county 4-H foundation board of directors is made up of 8 people—1 elected from each of the 7 townships plus the president of the county 4-H council. These board members must have served as a 4-H leader 1 of the past 5 years. The board meets once a month primarily to transact business of the Audrain County 4-H Center. (A 15-acre plot was donated to the foundation and a \$30,000 brick 4-H center was constructed in the fall of 1960.)

An advisory group of businessmen (banker, lawyer, real estate man, and other local business people) meets with the board occasionally. The

foundation board will devote a full meeting in the near future to looking ahead at the financial needs of the county 4-H center and county 4-H program plus planning the total county recreation program.

The county 4-H council is made up of the community leaders and two 4-H members elected from each club. This group guides and sets standards for the county 4-H program and through many committees is responsible for planning and carrying out the program.

A special program planning committee of this 4-H council will look into the needs of the county 4-H program. In 1962 needs included awards and recognition, leader training, achievement events, camps, and fair. From this committee comes the solid ideas and goals because this group represents the thinking of each club in the county.

Youth Participation

The county junior leader organization is made up of older 4-H teenagers. They belong to many different clubs but are all enrolled in the Junior Leadership Project.

This group plans and carries out the citizenship trip to Washington, D. C., the Public Speaking Program, plus keeping older members interested and active in 4-H. Meeting once a month, they plan an active program. Their officers serve as the program planning group; club leaders serve as their sponsors.

From these groups mentioned, we have the thinking of many people in our county, including past 4-H leaders and businessmen in the

county foundation, presents 4-H leaders and members in the 4-H council, and older 4-H members in the county junior leaders organization. This is an excellent cross section of people interested in 4-H.

The Audrain County University Extension Council guides the total extension program in our county and from this council committees are set up to work with different areas of extension, such as Balanced Farming, livestock and 4-H, etc.

Combined Thinking

This fall the 4-H advisory committee of the extension council will meet with two members of the planning committee of the county 4-H foundation, county 4-H council, and county 4-H junior leader organization. The plans and program of each group will be presented and goals and guideposts established for a total county 4-H program. This committee will look into the past program, examine the present program, and then project into the future 4-H program for Audrain County.

Each member of this committee will then report to his respective group on the representative 4-H program planned.

My job as an agent in program planning will be that of coordinator, reporter, and most of all good listener. With this much thinking from so many people, a well guided 4-H program is ready to be launched.

So now we are ready to start; all we have to do is quit shuddering when we see those three words—4-H Program Planning. ■

READING

(from page 28)

In our work, how much time do we spend completely in our specialty, where our knowledge or understanding of other areas does not play a great part? The answer is very little, perhaps none. Yet our selection of reading material could lead an observer to wonder if we felt that only the portion of us which was educated in our field entered the office each morning.

If reading actually can make us more effective extension workers by improving our vocabulary and means of communication, if it can improve our thinking through facilitating free association of ideas, and if it can help us become better balanced individuals, then careful consideration must be given to the type of material we read.

We can no longer talk of good books as if some books were good for all. Rather, we should attempt to present the right book for the right person at the right time. The impact of a book on a person will be a result of numerous and interesting variables. These include the nature of the message, previous experience, personality, expectations, and value systems. The same story will produce different effects on different people.

Challenging Reading

Many good books are being published by outstanding authorities, in a popular style, which are not only reliably informative but pleasant enough reading to offer a challenge during one's leisure hours. The author has found these especially challenging:

"An Overview of Adult Education Research," Edmund deS. Brunner
"Brainstorming," Charles Clark
"Group Leadership and Democratic Action," Franklyn Haiman
"How to Lie with Statistics," Darrell Huff
"Human Problems in Technological Change," Edward Spicer
"Informing the People," Charles Brown
"Love Against Hate," Karl Menninger.
"Principles of Human Relations," Norman Maier

"Successful Conference and Discussion Techniques," Harold Zelko
"The Saber-Tooth Curriculum," J. Abner Peddiwell
"When You Preside," Sidney Sutherland.

HOMEMAKERS' INTEREST

(from page 29)

Library. Our special list of books for the homemakers, particularly titles suggested by the Extension staff and the State reference librarian, were recommended for purchase. The suggestion was favorably accepted.

This new selection of books was displayed at a county meeting this fall. Brief reviews prepared by our State traveling library reference librarian again were presented on selected books. Copies of these briefs will be supplied to all libraries.

Future Reading Planned

To encourage more reading of these books, we plan to work with existing discussion groups and help develop more groups where needed. Our adult specialist from the traveling library will conduct workshops on the techniques of good discussion groups. We hope to enlist some homemakers to conduct discussion groups on subjects covered in our books. And quizzes and fact sheets will be prepared on some books or topics.

Following this general plan our categories give us wide fields for 5 years of study. New books, quizzes, and fact sheets will be added each year. ■

RECREATION

(from page 37)

ect was then designed to attain this goal. Town and State officials were contacted and assisted in planning the program.

More than a dozen of these public facilities have been completed, and others are in the planning stage. In some instances local people provided labor, donated the use of land-clearing equipment, constructed picnic tables, and did the landscaping.

Credit for the success of this pro-

gram lies with the people for they are the ones who put it across.

The committee then turned to the U. S. Forest Service for technical assistance in the future development of the county's recreation resource. A Forest Service study, designed to provide the committee with an outdoor recreation planning guide, is nearing completion. This project was financed through an ARA technical assistance grant. The study will provide the basis for future recreational development within the county.

In Somerset County, where an RAD committee was recently organized, the first project involved a complete inventory of all possible county tourist attractions. Present plans are to use this information in the preparation of an up-to-date, attractive brochure for tourists.

Two private recreation areas under construction will provide tenting and trailer sites, swimming, fishing, and other outdoor recreation facilities. The county RAD recreation committee has assisted one of these in obtaining technical assistance for overall layout and publicity.

Effect on the Economy

The impact of recreation enterprises on the economy of these rural areas should not be expected to be felt overnight. Therefore, the potential income from recreational development should not be overemphasized. We are not selling a commodity that can be purchased in a store; we are providing opportunities and facilities for an activity which has a seasonal demand.

The key to improved income through recreation is to provide accommodations and facilities that will induce tourists to remain in the area for a period of time. Only then will expenditures occur for such services as lodging, food, gasoline, laundry, souvenirs, and other items.

Those receiving a direct income by providing these services will have more money to spend for their own necessities and luxuries. New facilities, such as motels, restaurants, and recreation areas will contribute town tax revenue. As a result, the overall economy is improved, and everyone benefits. ■



Arkansas' Future in Rural Areas Development

AS PUBLIC affairs effort, the Arkansas Future Series, helped set the stage for a broad program in economic development and social improvement that has led to the organization of 55 county and several area development councils in Arkansas.

As in most States, Arkansas Extension has used many methods and techniques in disseminating public affairs information, but none as extensive as this discussion series held in the spring of 1961.

It might be said that Arkansas anticipated by a year or two the increasing interest in economic development and the national legislative endeavors to support it, such as the Area Redevelopment Act of 1961 and the Manpower Development and Training Act of 1962. It was in 1960 the Arkansas developed plans for county and area development.

Social Improvement Steps

In a democracy the decisions confronting policy makers also confront each citizen. Extension felt that to raise the level of understanding of individuals on some major problems facing them was a way of assuring constructive group action. Basic to a program of social improvement and economic development were problems concerned with industrial and agricultural development, educational and community improvement, and the inter-relationship of these.

Public affairs education involves working in all these areas. It also in-

cludes mutual concerns of special interest groups, such as farmers, businessmen, and homemakers.

It is apparent that in this day of rapid changes the alternatives facing people have a multiplier effect and every individual plays a role in the political, social, and economic decision-making process.

Out of experiences of successful group endeavors, such as the Arkansas Future Series, new leaders are born and developed; new organizations are formed; and new goals achieved in self-government, technology, economic growth, and community services and well-being.

With this in mind, the Arkansas Future Series was developed to create an awareness of major economic and social problems facing the people of the State. The series was a preparatory step for approaching county groups on organizational procedures in setting up county and area development councils.

Extension's first effort, then, was to get the people sufficiently informed on these basic problems to bring about group action toward an organizational structure and eventual action on many problems of mutual concern to the people of the area. The discussion series did not provide specific alternatives or probable consequences, but participants were encouraged to think in terms of speeding up, slowing down, or otherwise modifying changes.

The technique of securing the discussion participants in the counties

was left to the county staff with counsel from the district supervisor. Following are a few statements from agents concerning the Arkansas Future Series.

Agents Approve

This is a good way to reach many people who are not now participating in the overall extension program. It gave agricultural and business people the feeling that Extension is interested in where we are going and in the obstacles in our way. *Anna Mae Felts, Lonoke.*

Comments from those participating . . . indicate a real awareness of some vital issues facing the people . . . Non-farm producers realize more of the problems facing agriculture and the dependence that other groups have on agriculture in our economy. *W. A. Anderson, Walnut Ridge.*

It (the Arkansas Future Series) was especially effective in getting "the man on the street" informed on problems facing farm people. It gave people in all walks of life an opportunity to do some thinking and express their opinions. *Margaret Alexander, Hamburg.*

The possibilities for a broad approach to public (affairs) education with adult groups are unlimited. *D. D. Dodd, Helena.*

More than 50,000 individuals took part in the self-administered discussion groups and every county participated. ■

by David E. Ryker, Editor, Arkansas